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ABSTRACT

An overview is provided of the efforts of Foothill College (Los Altos Hills, California) to implement more sophisticated, comprehensive, and directive student services, and of how these services will be expanded in the future. Following introductory comments on California's efforts to develop a statewide student matriculation plan, chapter 1 addresses issues and concepts related to access and success, such as changing student characteristics, the concept of matriculation, and matriculation efforts at Foothill College. Chapter 2 describes outreach activities, secondary school articulation and admissions. After chapter 3 outlines the steps involved in the pre-enrollment skills assessment and academic advisement processes, chapter 4 describes the role of "Introduction to College and Learning," a two-unit credit/no credit course focusing on college orientation, assessment and remediation of study skills, career/life planning services, and information about college programs, degrees and certificates. Chapter 5 focuses on academic standards and the monitoring of student progress. Support services provided for students are described in chapter 6, which highlights tutorial services, the Transfer Center, the Study Skills Center/Language Laboratory, and articulation services. In chapter 7, a special program for the matriculation of athletes is discussed. Chapter 8 reviews the results of initial research concerning the effectiveness of outreach and recruitment, pre-enrollment assessment and academic advising, college orientation, academic standards and progress monitoring, student services, and athlete matriculation; and notes plans to conduct a comprehensive evaluation of the programs. Finally, chapter 9 considers the future of matriculation at Foothill College. Relevant forms, additional program information, and a course outline of Guidance 50, "Introduction to College and Learning," are appended. (LAL)

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F O O T H I L L

ACCESS AND SUCCESS FOR ALL STUDENTS

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April, 1986

FOOTHILL COLLEGE

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C O N T E N T S

ACCESS AND SUCCESS FOR ALL STUDENTS

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INTRODUCTION

The faculty and staff of Foothill College are dedicated to providing students with the best-possible opportunity to achieve their educational goals. We recognize that providing classes and programs is only part of our obligation. Many students come to Foothill with needs for counseling, assessment, remediation, progress monitoring, career guidance and other support services. They also require accurate information about the prerequisites and skills needed to succeed in various classes and clear, fair academic standards that are uniformly enforced.

For some years Foothill instructors, counselors, managers, and support staff have been working to strengthen and extend the college's support services. They have participated in a variety of local and statewide research and development efforts and implemented many elements of the "matriculation" plan advocated by the Board of Governors of the California Community Colleges.

This publication describes Foothill's efforts to maximize every student's opportunity for success and how these services will be expanded, strengthened and augmented in the future. It is intended primarily for educators and citizens familiar with community colleges and knowledgeable about student services. Many students and members of the general public should also find it informative.

In an April, 1984 Report to the California Legislature, the Board of Governors of the California Community Colleges recommended that all the state's community colleges implement its "Student Matriculation Plan" and that legislation appropriating funds to support this effort be proposed. In the State Plan, "matriculation" is defined as:

> . . . a process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objectives. The agreement acknowledges responsibilities of both parties to attain those objectives through the college's established programs, policies and requirements. . .!

In another publication, the Chancellor's Office of the California Community Colleges, the administrative arm of the Board of Governors, described matriculation as:

> . . . a concept that makes more systematic the processes by which community colleges admit and assess the skills and educational goals of entering students and advise them about what courses and programs they need to reach these goals. It also requires colleges to follow up on students' progress and offer them support service assistance to reach their goals.[2]

Matriculation, in short, means more sophisticated, more comprehensive and more directive student services. As the Board of Governors reported, "Each of the major components of matriculation has been well developed in at least one of the colleges visited, but no one college has developed the full spectrum to the level specified by the model."[3]

At Foothill, we are committed to doing everything we can to provide matriculation services to students who need them. Existing services, such as testing, are being strengthened and extended to larger numbers of students. Other elements of the matriculation plan, such as student progress monitoring, require new procedures and personnel.

As this report shows, much progress has already been made at Foothill in implementing the matriculation plan. Our existing student services programs are a strong base on which to improve our ability to offer students all the support they need. "Access" without supportive services is meaningless for many of our students. Our commitment at Foothill is to **access** and **success**.

CHAPTER 1

ACCESS AND SUCCESS AT FOOTHILL COLLEGE: ISSUES AND CONCEPTS

CHANGING STUDENTS, CHANGING COLLEGES

There is a growing commitment, at Foothill College and at other California community colleges in the mid-1980s, to students' "right to succeed." In contrast to the previous decades, when instructors and administrators were reluctant to structure and restrict educational opportunities, college personnel increasingly recognize their responsibility to do more than provide formal instruction. To be successful in college, many students need help in identifying and articulating their personal and career goals, assessing their skills and remediating weaknesses, designing and pursuing an educational plan appropriate to their goals and skills, and managing the personal, financial and occupational pressures which impact success in college.

California's community colleges are immensely challenged by their students' diverse ages, backgrounds, skills and needs.[4] The median community college student is a late 20s adult female who is employed while attending college, but some colleges, including Foothill, enroll large numbers of young people immediately after high school graduation. Foothill also serves many students who already have degrees, including graduate degrees, and come to the community college for career advancement. The range of community college students also includes some economically disadvantaged students, ethnic minorities and immigrants, "reverse transfers" who were not successful at other colleges, and people who are unemployed or under-employed and urgently seeking entry-level job skills.

The struggle to improve support services for students is taking place at a time when the financial resources of the California community colleges are very limited and when they are being subjected to intense, unprecedented public scrutiny. The State Legislature, state agencies, business groups, the media, employers and citizens' groups are currently examining and debating the missions, governance, finance, programs, services and personnel of the colleges. Major reforms are likely, including significant changes in governance and finance.

Many state officials and citizens' groups have expressed particular concern that more students need to succeed in accomplishing their personal and educational goals. The faculty and staff at Foothill, with colleagues around the state, have been responding for some time

to this concern. The matriculation efforts of the Board of Governors and its staff, the Chancellor's Office, have been the most significant initiative in this context. Despite repeated failures to obtain state funding for matriculation, efforts to implement matriculation continue, as do other student services research and development activities.[5]

WHAT IS MATRICULATION?

The matriculation concept, as it is being applied to California's community colleges, is one response to perceived issues about academic quality in the colleges. Some critics believe that not enough community college students transfer to senior institutions, while others wonder if community college courses are appropriately rigorous. Questions have been raised about students taking courses for which they are signficantly unprepared, about inadequate career advising, and about students who drop in and out of community colleges, making little progress toward an academic goal.

Underlying such questions, naturally, are the concerns legislators and others have about the appropriate expenditure of public monies. State funds are limited, and while recent community college finance legislation has severely restricted the colleges' ability to grow, some officials are not sure if the state is getting its money's worth.

Matriculation helps students to identify informed academic, vocational and personal goals and supports them as they pursue these goals. It offers the hope that the colleges will be more cost-effective, more efficient and at the same time, more humane, since the costs of failure to students are great.

The Board of Governors' 1984 Report to the Legislature includes the folowing matriculation components:

Application for admission
Orientation
Pre-enrollment Assessment and Educational Planning
Academic Advisement/Counseling and Course Selection
(Post-enrollment) Follow-up on Student Progress
Institutional Research and Evaluation

After detailed descriptions of each component and a variety of research and policy issues, it concludes with recommendations that the Legislature adopt matriculation as state policy and fund it appropriately.[6]

As of the Spring of 1986, the Legislature has not taken action to make matriculation state policy, largely because a Joint Legislative Committee is involved in a comprehensive study of every aspect of community colleges. Informally, individual legislators and staff members, the California Postsecondary Education Commission and other key groups strongly support the concept. The Chancellor's Office has awarded $17 million to pilot efforts at ten colleges and encourages all the colleges to do as much as they can to implement the State Plan.

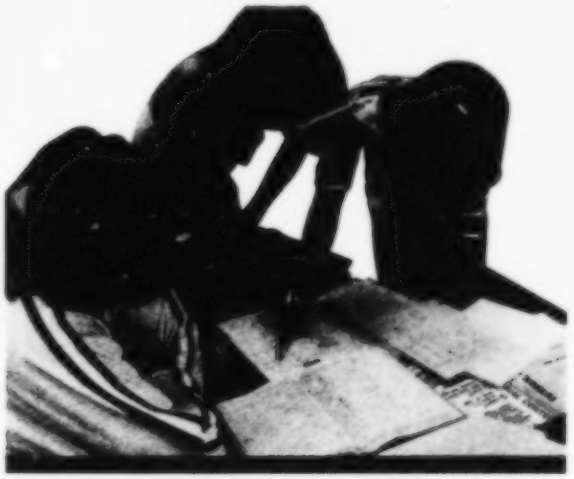
Under the present community college finance system, which is based upon "average daily attendance [ADA]," funding for support services is minimal. Some version of "differential funding" is likely to be featured in the finance legislation for 1987–8 and beyond, which should provide funds specifically targeted for matriculation and other student services.

MATRICULATION AT FOOTHILL COLLEGE

Using its own resources, Foothill College has been implementing many of the provisions of the State Matriculation Plan for some time. Foothill staff members are knowledgeable about matriculation because of their involvement in local, regional and statewide planning and research activities, and they are committed to matriculation because it means access and success for Foothill students.

Foothill's matriculation efforts are concentrated on a "transfer pool" of approximately 2,000 full-time day students. Most of these students are recent high school graduates, 18 to 21 years old, who seek to transfer to a four-year college or university.

Since the Fall Quarter of 1983, pre-enrollment assessment and academic advisement has been mandatory for new students taking six or more units. Students who have completed fewer than 30 units, who do not have an associate or advanced degree and who are taking six or more units, are now required to take an "Introduction to College and Learning" orientation course.[8] As of Fall, 1986 the assessment/advisement process and the college orientation class will be required of students taking five units or more.



Financial aid, child care, special education, health services, tutoring and other services are also being integrated into matriculation.[10] Foothill personnel believe that many students need such services, in addition to the components identified in the State Plan, if matriculation is to have real impact.

Finally, a comprehensive matriculation program has been developed and tested with a special population of students—athletes. This program, now in its second year, is piloting the services which will be provided to all students.[11]

Sincere commitment from management, faculty, counselors, and classified staff has made these improvements possible. The college created a Matriculation Committee, chaired by the Dean of Student Services, in the Spring of 1984. A member of the District Board of Trustees, the Dean of Instruction, the Registrar and representatives of the Academic Senate and Division Deans serve on the committee in addition to counselors, instructors and support staff directly involved in matriculation activities. This membership improves communications with District leaders and increases integration of matriculation efforts with instructional program delivery and evaluation.

During its first two years, the Matriculation Committee has completed a review of basic skills offerings and improved liaison between counseling and the English and Math Departments. Math and English enrollment patterns are now tracked and additional sections of remedial courses are offered.

The Committee also created the position of Matriculation Specialist. This support person reviews the progress of first-year day students, maintains information in student files, compiles data on special student groups, and involves instructors and counselors in monitoring students' progress during the third and sixth weeks of each term.[9]

Most significantly, the committee has nurtured the Athletic Matriculation Program, described in Chapter 7, which is the college's pioneering effort to extend the total matriculation plan to a high-priority group. As resources become available, matriculation will be extended to more and more Foothill students, increasing their chances to use successfully the access to higher education the college provides.

CHAPTER 2

OUTREACH, ARTICULATION AND ADMISSIONS

INTRODUCTION

The State Plan identifies an application for admission as the first step in the matriculation process. While this is commonly a college's initial formal contact with prospective students, outreach and articulation efforts are essential if the benefits of community college experiences are to be made available to qualified citizens of California.

Foothill makes a variety of efforts to reach out to minority, disadvantaged, handicapped and older people who may need encouragement to consider attending Foothill. It has also increased its efforts to articulate its programs and services with those of local high schools, so that students can move smoothly into college from secondary institutions.

OUTREACH ACTIVITIES

District residents learn about Foothill's programs and services from a wide variety of formal and informal sources. The 73,000 households in Foothill's service area receive three mass mailings every quarter, including class schedules. Seniors in local high schools receive two personalized packets of information from the college, one in the fall and one in the spring prior to graduation. About 2,000 graduating seniors are reached through this effort.

Some of the other activities which help students and their families learn about Foothill bring thousands of people to campus every year. Every spring the Associated Students sponsor a big community "open house," while each summer the Performing Arts Festival attracts people to many shows and performances. Informal activities during the Festival, such as picnic suppers before some events, reinforce the sense of welcome from the college.

Individual faculty and staff members are involved in many more modest activities, such as the presentations the Financial Aid officer makes to welfare recipients and other groups and the Information Booth the head of the Computer Information Systems Program sets up at computer fairs.

Through the Foothill Speaker's Bureau, five or six presentations are made every month to community groups, service clubs and other organizations on a wide variety of topics. The college's Public Information Officer also issues an average of twenty press releases every month, noting faculty honors, special events, new programs and other items of interest to the general public.

SECONDARY — SCHOOL ARTICULATION

Foothill counselors and other student services personnel make special efforts to reach the staffs and students of local high schools. At least one Foothill counselor is assigned to each of twelve public high schools and one private school. The liaison counselors visit the schools regularly, meeting with groups of students, answering questions, and arranging "High School Days" during which interested students can visit Foothill. EOPS and Special Education staff also make periodic visits to local high schools to recruit students with special needs.

A quarterly publication, "Focus on Foothill," is hand-carried by the counselor-liaisons and other student services personnel to high school counselors and administrators, career center and special education staff and other interested people. Each issue presents ways high school students can benefit from attending Foothill. This publication has been awarded the 1985 PRO Award by the California Association of Community Colleges' Public Relations Commission.

Several times during the last few years, Foothill counselors have invited high school department heads, administrators and counselors to an informal breakfast or luncheon meeting during which various recruitment and articulation issues are discussed. A particular effort has been made to involve people associated with schools from which Foothill receives relatively few graduating seniors.

Some high school liaison activities are directed at specific groups of students. For example, a special orientation was held for high school seniors of African-American background in February 1986, in conjunction with Black History Month. It featured a luncheon at which the Presiding Judge of the Santa Clara County Municipal Court, the first Black woman judge in Northern California, was the main speaker.

Black students are also the particular focus of a special six-week head-start on college for high school students. Foothill has offered this program every summer for the past three years, in cooperation with Stanford University's Upward Bound program. About thirty-six students participate in special classes including an orientation to college and skills courses.

Similar, though less formal, efforts to recruit and support Asian and Hispanic students are made by members of the college's counseling staff who are particularly aware of the needs of these students.

ADMISSIONS

The State Plan stresses the importance of an application for admissions process for two reasons: so that information can be gathered for the state-level student information system and so that the college can facilitate subsequent steps in the matriculation process. Admissions is not a screening process, as in other higher education institutions, because California's Education Code requires the colleges to admit everyone who is eighteen years old, or a high school graduate, or "able to benefit from instruction."[12]

The state recognizes that gathering data from new students and making this data available in a useful form to counselors and advisors is very costly. Its recommendations include an appropriations request for $2.4 million which would be made available to colleges throughout California for the purchase of hardware and software.

Rather than wait for state assistance, Foothill has begun the systematic collection and processing of new student data. Application information, the ACT/ASSET Educational Planning Form (including educational and career goals), assessment test scores and scores on the Strong-Campbell Vocational Interest Inventory and the Myers-Briggs Type Indicator, taken in Guidance 50, are accumulated in files on the college's Tandem mainframe.

This information is used in a number of ways. For example, English and math teachers receive the placement test scores of incoming students so that placements can be verified, while divisions and programs receive lists of students who may pursue their majors and club advisors can request mailing labels of students who expressed interest in their subjects.

Individual student data is also cumulated, so that demographic and background trends characteristic of incoming students can be tracked. Chapter 8 describes some of this data and illustrates why is it increasingly useful to college officials.

C H A P T E R 3

PRE-ENROLLMENT ASSESSMENT AND ACADEMIC ADVISEMENT

INTRODUCTION

Many students arrive at Foothill with little information about the skills needed to succeed in college courses and little understanding of how their own skills compare to these requirements. The matriculation process attempts to improve students' chances for "good matches" of their interests and abilities with the college's offerings through pre-enrollment assessment and academic advisement.

PRE-ENROLLMENT ASSESSMENT

What Is Pre-Enrollment Assessment? As defined in the State Plan, pre-enrollment assessment has two purposes: to gather individual student information that can be useful in advisement and to provide a "knowledge base" about students and their educational goals which is helpful to the college.[13]

The State Plan suggests at least two elements: competency level assessment in language and mathematics skills and assessment of other aptitudes, aspirations and needs. The state also recommends that colleges collect transcripts of prior academic work, at least from students who have recently been enrolled in high schools or colleges. At the present time, Foothill does not require transcripts, but it plans to do so beginning in the Fall of 1986.

At Foothill, both types of assessment are provided. English and math skills assessment is described in some detail below, as is the ACT/ASSET Educational Planning Form, which counselors use to help students articulate their educational goals and needs for services such as financial aid and job placement.

Assessment Policy Issues. The Board of Governors' report states that of all the components of its matriculation plan, pre-enrollment assessment is the most widely supported, most widely practiced among the state's community colleges--and the most controversial.[14]

Foothill's Matriculation Committee, student services personnel, and instructors have been sensitive to access and fairness issues while continuing to work on improving the pre-enrollment assessment process.

In addition to mandatory counseling/educational planning, which identifies many students for whom standard assessment efforts are not appropriate or are inadequate, instructors themselves frequently assess students during the first day or two of classes.

Another way Foothill minimizes potential problems arising out of its pre-enrollment assessment is the Guidance 50, Introduction to College and Learning course. Required of all students who take six or more units and do not hold any college degree, it provides a student who may be misplaced or who needs particular services with on-going access to a counselor.[15]

Pre-Enrollment Assessment at Foothill. Since the Fall of 1983, all first time students taking six or more units have been required to complete an assessment-placement process prior to registration. In the Fall of 1985, 1,234 people were tested. The Dean of Students estimates this number includes about 80% of new students. Nearly all the students who were not tested attend classes at night or off campus. Plans are underway to extend the assessment process to these students.

The Pre-Enrollment Assessment Process consists of several steps: referral to an assessment session, completion of placement/aptitude tests, completion of the ACT/ASSET "Educational Planning Form" (Appendix 1), interpretation of test results, and counseling/course selection assistance.

The Assessment Session. The registrar's office notifies new students who have applied for admission to Foothill that they must be tested before they can register. A choice of approximately fifteen test times is offered every quarter. During this session, testing staff and counselors administer a battery of tests. The tests are automatically scored and a computerized report is available within twenty-four hours, enabling counselors to help students select appropriate classes.

Assessment Instruments. New students are required to take two sets of tests: ACT/Asset tests in English useage, reading and numerical skills, and locally-developed placement tests in math and English.[16]

Assessment Scores. The ACT/ASSET tests, which are used to compare Foothill students to national community college norms based upon 150,000 students at 112 institutions, show that the average Foothill score is at the approximately 60th percentile level for language usage and reading skills and the 57th percentile for numerical skills.

However, only 47% of Fall, 1985 students tested may have qualified for English 1A (Composition and Reading) because only 47% passed the writing exam at this level and not all of them may have passed the reading exam, which was passed by 52% of the students tested.

Similarly, 34% of 1,385 students tested on numerical skills scored at a basic arithmetic level, while 94% of those who had completed a previous algebra class had to repeat it, along with 84% of these who had taken intermediate algebra.[17]

ACADEMIC ADVISEMENT

Counseling. New students are required to obtain a counselor's signature on their program schedule prior to registration. During the assessement period, teams of counselors are available on a "drop in" basis to interpret test scores, review Educational Planning Forms in detail, and help students plan their programs. Among other items, the counselor will require Guidance 50, Introduction to College and Learning, of all new students taking six units or more.

The ACT/ASSET Educational Planning Form. The Educational Planning Form (Appendix I) is used nation wide to track students' aspirations and accomplishments as well as to help individual counselors advise specific students. It covers such topics as employment hours while attending college, amount of education planned, reasons for attending college, transfer plans, and assistance needed.

Counselors find the form helpful when advising new students on their first college classes. It also encourages tracking of students' goals and accomplishments over time.

Math and English Course Placement. Placement in English classes in keeping with scores on the test created by Foothill faculty members is mandatory.[18] Students needing English as a Second Language placement are given an ESL test in lieu of the regular English test.

Placement in basic math and algebra courses in keeping with performance on the ACT numerical skills test and college-developed algebra test is virtually mandatory.[19] Over the past few years, the cooperation of math instructors with placement efforts has increased significantly.

Prerequisites for Other Classes. Division and college-wide committees are studying the issues involved in identifying math and English skill levels needed to succeed in all courses. The faculty and staff want to give students helpful information about the demands of specific classes without excluding students who can be successful.

C H A P T E R 4

ORIENTATION TO COLLEGE

INTRODUCTION

Orientation programs are important, as the State Plan points out, because they enable the college to acquaint new students with the college's functions, programs and services, performance expectations and procedural requirements. At Foothill, two orientation activities are required of new students: the pre-enrollment assessment session described in Chapter 3 and Guidance 50, "Introduction to College and Learning," a two-unit, credit/no credit course taught by counselors two hours a week for twelve weeks.

PRE-ENROLLMENT ASSESSMENT

At the assessment session described in the previous chapter, the student services staff also presents basic information about college programs and policies, identifies students who need special help and directs them to apropriate assistance, and in other ways tries to help new students get off to a good start in college. Usually the president of the college makes welcoming remarks, and other key officials are introduced. However, a conscious decision has been made to concentrate on assessment during this session, so as not to overwhelm people with information. Staff members are available to answer questions, but most in-depth, individualized orientation to college occurs in Guidance 50.

GUIDANCE 50, "INTRODUCTION TO COLLEGE AND LEARNING"

Students must take Guidance 50 if they are enrolled in six units or more (five units or more beginning Fall, 1986) unless they have completed 30 or more units at other colleges or have already have earned associate or higher degrees. The course is taught by members of the college's counseling staff in a group counseling format, following a detailed syllabus sold in the college bookstore.

Guidance 50 concentrates on four topics:[20]

- Orientation to college, Foothill campus, staff and facilities
- Assessment and remediation of study skills
- Career/life planning activities
- Information about college programs, degrees and certificates, including transfer requirements

picture of group touring campus

In addition to building relationships with the instructor and other students, Guidance 50 participants tour campus buildings, view videotapes on various programs, meet a wide variety of college staff and in other ways are given in-depth exposure to Foothill. They learn about the Transfer Center, tutorial services, the library, and many other Foothill facilities and programs which are particularly important to new students.

At the present time objective information about the impact of Guidance 50 on students' performance is scarce, but the counseling staff believes it is very important, particularly for young students just out of high school. Guidance 50 appears to increase retention, persistence and transfer.

C H A P T E R 5

ACADEMIC STANDARDS AND PROGRESS MONITORING

INTRODUCTION

For many years, Foothill has had clear, well-enforced standards. These standards, which are consistent with current California Administrative Code requirements, result in academic probation or progress probation when a student does not maintain a cumulative 2.0 GPA or complete at least half the units attempted in a quarter. Three consecutive quarters on probation lead to disqualification. Some eighty to ninety students, out of approximately 13,000, are disqualified every quarter.[21]

Through the efforts of the Matriculation Committee and others, the college's academic standards are carefully and uniformly enforced. The Academic Council, Student Services and Registrar's Office work closely together to identify and deal with students who do not maintain good standing.

However, it is more productive to advise and assist students before they are put on probation. An "early warning system" which identifies students having problems during their first quarter is being tested as part of the Athletic Matriculation Program and will be extended, with other matriculation services, to nearly all new entering students in the Fall of 1986.[22]

ENFORCING ACADEMIC STANDARDS

Academic probation results from having a cumulative GPA of less than 2.0 after attempting 12 or more units; progress probation occurs if someone who has attempted 12 or more units fails to complete at least half. Anyone on probation is required to see a counselor before registering for a new quarter.

A computer listing of all students on probation for three quarters is reviewed by one of the deans before disqualification notices are sent. A disqualified student can petition the Academic Council for reinstatement. After a first disqualification, a student is suspended from college for one quarter. After a second, he or she is barred from Foothill for a year, while being disqualified for a third time leads to permanent dismissal from the college.

PROGRESS MONITORING

"Early Warning Systems." The probation/disqualification process is, of course, one form of progress monitoring. The "early warning system" identifies students before they get invoved with this system, and prevents many from being suspended or dismissed.

Experience shows that students who have difficulties with academic performance and/or attendance during their first term are high risks for dropping out or continuing to perform poorly. In many cases, they have underestimated the time and effort college work takes or they lack the basic skills needed to perform well in class. Some students will have undiagnosed health problems or financial and personal problems which interfere with academic success. Occasionally, in spite of the assessment/placement process described earlier, students will have hidden learning disabilities or enroll in courses for which they lack the necessary skills or prerequisites.

The "early warning system" currently in use with athletes requires a coordinated effort between certificated and paraprofessional staff. Faculty members complete forms on students' attendance and academic standing during the third and sixth weeks of every quarter. After the support staff analyze the data and identify students who are in trouble, the counselors and coaches intercede to provide directional support to the student-athletes.

In addition, the Dean of Student Services meets quarterly with the counselor/coach teams for every sport, whether or not that sport is in season. Together they review the performance of each athlete during the previous quarter and each student's progress in the current quarter. If students needs assistance, they decide which ones the counselor and coach will contact and what actions will be suggested.

In the Fall of 1986, this "early warning system" will be extended to all new day students taking five or more units. When instructor forms are returned to the Matriculation Specialist, the specialist will forward a letter requesting a meeting with any student with a current GPA of less than 2.0. When students come in, the specialist will urge them to enroll in Guidance 53, a study skills course, and to discuss their problems with their counselors. The counselor will suggest tutoring, child care, financial aid, special education or whatever assistance is appropriate.

Students who do not meet the college's standards at the end of the quarter then become subject to the Academic Standards enforcement process described above. Foothill vigorously enforces the policy that three disqualifications result in expulsion.

Faculty Involvement in Progress Monitoring. Faculty members are involved in establishing and enforcing academic standards in many different ways. Many serve as academic advisers to students at the division and/or program level, and coordinate their efforts well with counselors' activities. Others serve on the Curriculum Committee, Academic Council and the Matriculation Committee, which establish academic standards and coordinate enforcement.

As individuals, faculty will become increasingly involved in the "early warning system" next Fall Quarter. From the progress forms they will be asked to complete, the instructors will know that specific students are new to college and realize promptly which ones are having problems with their classes. This should encourage teachers to give particular guidance and support to new students.

Counselor Involvement in Progress Monitoring. Whether students' problems are identified through the "early warning system" or through the probation/disqualification system, the counselor's responsibility is to give them clear, unambiguous information about the potential consequences of their behavior and help students choose and plan for more acceptable performance.

Counselors are clearly not police officers. They are professional resources, available to help people who want to help themselves. On the other hand, the counseling staff tries to make sure that students follow up on their plans, that they actually go for tutoring, talk to their instructors, apply for financial aid or in other ways get needed help.

C H A P T E R 6

SUPPORT SERVICES FOR STUDENTS

INTRODUCTION

Matriculation efforts are only successful when they are embedded in a network of traditional student support services. At Foothill, these include child care, financial aid and employment assistance, health services, personal counseling, tutoring and skills development. Special education programs and services for disadvantaged, handicapped and senior students are also active. Finally, transfer and articulation services have been strengthened. Without these services, many students who could be successful academically would find their personal needs overwhelming. Through comprehensive student services Foothill is trying to make college success possible for every student who wants an education and has the will to obtain it.

ACADEMIC SUPPORT SERVICES

All student services are critical, but Foothill has put special effort into support systems which directly impact learning. Tutoring, the Transfer Center, the Study Skills Center/Language Lab and Articulation Services have received particular attention.

Tutoring. The Individual Study Center (ISC) facilitates mediated learning and provides tutoring in almost all subjects the college offers. Tutors are available, free of charge, on a regular, individual appointment basis. Students can also "drop in" for occasional assistance in most subjects. Group tutoring for review, study or test preparation is also available through the ISC.

Formal and informal tutoring is also available through many departments. Some of this assistance is mediated by computers and other technology.

Transfer Center. The Transfer Center coordinates and disseminates information on majors, prerequisites, student life, and fees at four-year collegiate institutions throughout the nation. Students who plan to transfer can get this information from knowledgeable staff or through computer programs on the Counseling Division's Apple system. A direct computer link with San Jose State University, which receives the largest number of Foothill's transfer students, allows students to get the latest information on its programs and services directly.

The Study Skills Center/Language Laboratory. The Study Skills Center/Language Laboratory is a self-paced learning environment for students interested in increasing their proficiency in reading, writing and speaking English. ESL students are helped at this facility, as are students taking Guidance 53, Effective Study. The Center is also used for a variety of language arts programs.

Articulation Services. For years Foothill has maintained both formal and informal articulation agreements with many senior colleges. These agreements spell out each receiving college's willingness to credit Foothill courses toward particular four-year programs and degrees.

At the present time, a member of the counseling staff maintains a complete file of all existing articulation agreements and adds new ones to the file as they are negotiated. Copies of all agreements are kept in a computerized data base, allowing easy updating as agreements change and making it possible for counselors working with individual students to advise them on current requirements.

OTHER SUPPORT SERVICES

Among the many other student services offered by Foothill are child care, financial aid, employment services, health services, and personal counseling. A wide variety of programs and services are also available for the disadvantaged, handicapped, seniors and special education students.

All student services, including matriculation, are administered by the Dean of Students, who is currently also the Division Dean of Counseling. This reporting structure encourages the integration of matriculation efforts with all student services, particularly counseling. With the participation of a member of the Board of Trustees, the Dean of Instruction, the Registrar and faculty members on the Matriculation Committee, matriculation and student services are increasingly becoming better integrated into academic planning and curriculum development.

C H A P T E R 7

MATRICULATION OF ATHLETES AT FOOTHILL COLLEGE

INTRODUCTION

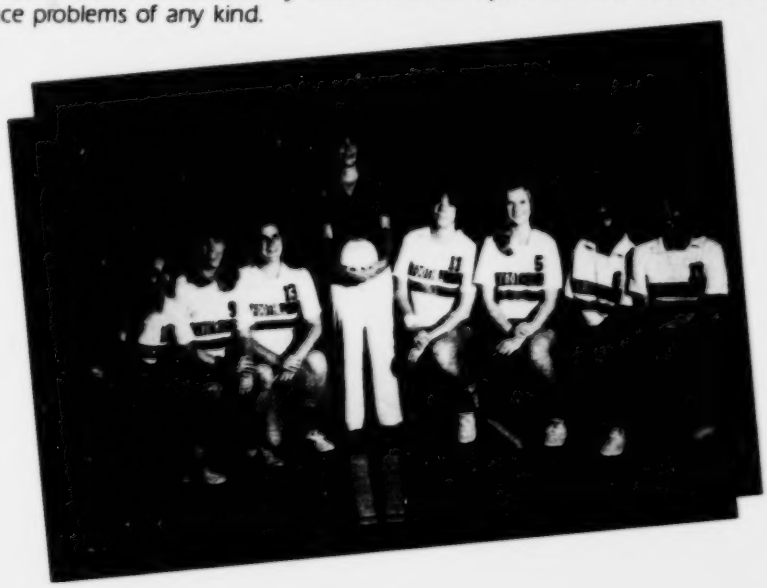
Throughout the United States, the academic performance and progress of college athletes is a subject of great interest. Foothill seeks to provide positive direction and structure to student-athletes. Coaches, counselors, instructors and other staff work together to insure that participation in athletics is a valid part of a larger picture which includes academic preparation, the acquisition of vocational and career skills, and a liberal education.

Foothill's efforts are consistent with statewide trends. The California Association of Community Colleges Commission on Athletics, which regulates community college athletics in the state, requires that all student-athletes be enrolled in at least 12 units at all times, that they maintain at least a 2.0 grade point average while participating in their sport, and that they complete thirty-six quarter units before they are elgible for a second season of competition.[23] Foothill additionally restricts student-athletes to no more than two physical education courses per quarter.

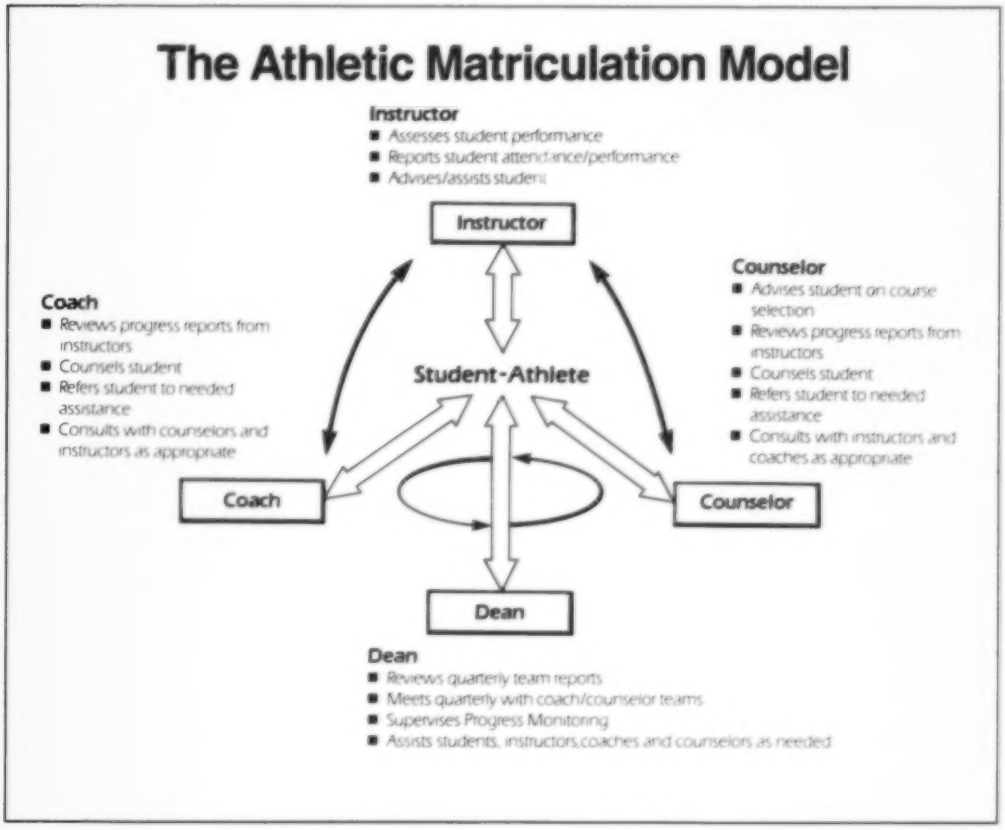
ATHLETIC MATRICULATION AT FOOTHILL COLLEGE

In the fall of 1985, Foothill initiated a comprehensive matriculation program for student-athletes. More than 180 were individually counseled and tested prior to registration. They participated in the pre-enrollment assessment program and educational planning process described earlier in this report.

Athletes at Foothill participate in two additional activities. They are assigned a counselor familiar with their sport and its coaches. They often take the "Introduction to College and Learning" orientation course from this counselor. Also, athletes' academic performance is monitored three times a quarter, during the third and sixth weeks of the quarter and at its conclusion, through a progress report sent to every instructor. Notifications are then made to the coaches and counselors of every student-athlete reported to have academic and/or attendance problems of any kind.



The Athletic Matriculation Model is diagrammed in the figure below. The student, of course, is at the heart of the model. He or she interacts with instructors and the counselor and coaches assigned to each sport. These staff people interact at least three times each term: twice during the quarter, when instructors complete progress forms, and sometime during the following quarter, when the Dean of Students meets with the coach/counselor teams and reviews the quarterly progress report on each team.



Many more informal contacts may occur, depending on students' needs and the interests and willingness of individual instructors, coaches and counselors to help. The Dean of Students intervenes personally whenever any parties to the Athletic Matriculation Program need additional direction or assistance.

Second-year athletes' progress is followed through the same process used for first-year athletes. A fall meeting with the counselor is recommended, during which the counselor and student assess the previous year's work and the student's educational goals and future plans. At least one follow-up advisement session during the year is highly recommended.

Instructors complete progress forms on second-year athletes and these forms are forwarded to the coaches and counselors associated with each team. The quarterly team summary, which the Dean reviews with each coach/counselor team, covers second-year as well as first-year students.

The Student-Athlete Progress and Evaluation Form. A copy of the form on which instructors report student-athletes' progress can be found in Appendix 3. During the first quarter this form was used, Fall 1985, instructor cooperation was nearly 100%. Many teachers used the form to compliment individual students and express great support for the tracking effort.

Of 106 athletes active in fall sports, 30 had some kind of an unsatisfactory report during the third week of the quarter. This could be as little as a "C-" grade on a test or missing two classes.

By the sixth week of the term, 44 of the 106 student-athletes were reported to have some problem, but only 17 (16%) were identified as having difficulties in both the third and sixth weeks.

Upon completion of the quarter, a summary report on the athletes and their performance is prepared by the Matriculation Specialist. This spread sheet is disseminated to counselors, coaches and administrators.

Informal evaluation of the Athletic Matriculation Program shows that coaches, teachers and students have benefited from the program. Using the form in Appendix 4, many coaches have expressed positive feelings about it, saying, for example, "Counselor S. has done an outstanding job and because of her efforts I know some players are eligible that may not otherwise be so." Several other coaches have commented on the counselors' attitudes, citing their willingness to be helpful and make time for student-athletes. It seems clear that the teamwork between counselors and coaches and the timely information they receive from instructors is having major benefits for student-athletes and is improving relations between the two staff groups.

C H A P T E R 8

EVALUATION OF MATRICULATION SERVICES

INTRODUCTION

Evaluating educational programs and services is immensely difficult, because it is almost always impossible to isolate the effects of a particular activity. Human behavior in sophisticated, complex "information organizations" such as Foothill College is influenced by more variables than the most subtle research models and techniques can measure.

Furthermore, educational activities are poorly documented. On-going data collection tends to be responsive to external demands, and frequently only the easiest data to gather is collected. Therefore, baseline data on previous conditions is rarely available when efforts are made to evaluate the impact of new or changed activities.

Despite these problems, some effort must be made to assess the impact of the matriculation activities Foothill has undertaken. Anecdotal data is not enough to show whether the return on the financial and human resources involved is worth the investment. It is important to know if the services even have the impact for which they are designed.

INITIAL RESEARCH

Outreach and Recruitment. Indirect evidence exists that the college's extensive outreach and recruitment efforts, described in Chapter 2, are effective. In contrast to many California community colleges, Foothill has been able to maintain the full enrollment it is allowed by the state throughout years of turmoil and the imposition of mandated student fees two years ago.

Demographic data on new day students collected over the last three years suggests that minority recruitment efforts may be paying off; the number of new black students has increased from 6% to 8% in three years. Asians have increased from 4% to 7% in the same time. The number of new students of Hispanic background also increased two percentage points, to 7%. These numbers overrepresent the ethnic populations in Foothill's service area.

Similar evidence that Foothill's outreach is essentially equally effective with all groups shows up in the increasing average age of the student body, as the general population ages, and in the relatively constant ratios of male and female enrollment.[24]

Pre-Enrollment Assessment and Academic Advising. Since pre-enrollment assessment for all new day students began in the Fall of 1983 and the Athletic Matriculation Program was started in the Fall of 1985, most of the current data on these efforts is informal.

At the present time, there is no information available about the impact of pre-enrollment assessment, English and math placement, and mandatory course selection advisement on the performance of new students. The Testing Officer does publish summary data on test score trends, demographic changes, and students' academic backgrounds, educational goals and career aspirations.[25] Since 1983, the average English reading score has declined somewhat, the average writing score has risen slightly, and math scores, for students seeking college algebra, have improved somewhat, while basic skills scores and elementary algebra scores have changed little.

Orientation to College. No formal assessment has been undertaken yet of the effects of requiring Guidance 50 of all new students. Knowledgeable student services people believe that completion of Guidance 50 improves students persistence, increases the chances that those who want to transfer to a senior institution will transfer and in other ways helps students accomplish their personal and academic goals, but no systematic evidence to that effect exists.

Academic Standards and Progress Monitoring. The "early warning system" shows great promise for identifying and assisting students before they get into serious academic difficulty. The Athletic Matriculation Program experience also suggests that most instructors will complete progress forms willingly. When the system is extended to all new Foothill students, it will be interesting to see if the number of classes dropped by this population diminishes.

Student Services. Research is also needed on the other support services many matriculated students need to be successful. The Dean of Students is currently implementing productivity record keeping, which will provide some data on which students are served by particular programs, but at this time no research is planned to measure the relative effects of specific services.

Athletic Matriculation. As mentioned in Chapter 7, coaches participating in the Athletic Matriculation Program have completed feedback forms which asked them for open-ended comments as well as ratings of the overall performance of the counselor(s) assigned to their teams. The positive nature of the written comments was discussed earlier. The coaches ratings are consistent with their remarks; of nine counselors rated so far, five have received "excellent" ratings and no one's work was rated "unsatisfactory."[17]

As time permits, the quarterly and annual data displays which summarize the academic progress of the approximately 180 student-athletes every year will be used to compare their GPAs, types of courses taken (particularly PE/non-PE), and numbers of courses completed with the performance of earlier student athletes. Until this research can be completed, informal information from students, coaches and counselors suggests that the Athletic Matriculation Program is having desired effects.

COMPREHENSIVE RESEARCH

The need for systematic, comprehensive, rigorous research on the effects of the Matriculation Program and its individual components is well-recognized by the Dean of Students and the members of the Matriculation Committee, and planning for such research is underway.

At the present time, neither the college nor the district have any full-time institutional research staff. The Foothill people associated with the matriculation effort are currently concentrating on creating the data bases which would permit careful research in the future. If in-house research capability does not become available shortly, the college may contract with an outside research organization for an in-depth evaluation.

This evaluation would be qualitative as well as quantitative. Students' and staff members' attitudes and opinions, and whether or not these have changed as the college's philosophy about its responsibilities for matriculation has evolved, are as important as quantitative data about students' grades, persistence and other measurable quantities.

C H A P T E R 9

THE FUTURE OF MATRICULATION AT FOOTHILL COLLEGE

INTRODUCTION

The future of matriculation at Foothill depends on the commitment of the administration, faculty and support staff to the philosophy and responsibilities matriculation involves. With or without state funding, Foothill intends to expand and strengthen the activities described in this report, particularly much-needed research, and to obtain internal and external funding for matriculation.

CONTINUING ACTIVITIES

Continuing matriculation efforts will include improvment of the Athletic Matriculation Program and expansion of the "early warning system" of progress monitoring to more and more students. Similar concentrated programs will be provided to other specific populations, such as minority students, students with learning disabilities, and honors students, as resources permit.

One specific change being planned for the Athletic Matriculation Program is the addition of a requirement that any change in a student-athlete's academic program, such as withdrawing from or dropping a course, must be approved by a counselor. In particular, students who drop Guidance 50 will be required to take it again.

Expansion of these services will require additional support staff and computer equipment as well as further integration of matriculation activities with instructional programs and other student services. Requests for another Matriculation Specialist and other resources are now under consideration.

EXTERNAL SUPPORT

Foothill will seek external funds to support matriculation from all possible sources, including private firms, foundations, state and federal government agencies, and fund-raising drives. It will vigorously support the designation of matriculation as state policy and the allocation of state resources to matriculation program development and research.

THE SIGNIFICANCE OF MATRICULATION TO FOOTHILL

Matriculation is significant for Foothill College. Its effects go far beyond the students who will benefit from it, the staff and faculty who are directly involved in developing programs and assisting students, or even the organizational development which occurs as people and services become more integrated and better able to serve all individual students. Matriculation both embodies and gives impetus to Foothill's self-definition as it evolves.

During the 1960s and 1970s, with collegues at other California community colleges and at most educational institutions in the United States, the Foothill faculty and staff stressed open access and student-directed learning. With time, it has become apparent that access without academic standards, direction from faculty and appropriate support services leads to a revolving door for many students.

Matriculation means that the faculty and staff of Foothill College accept responsibility for providing services to students which will allow them to benefit as much as possible from the college's academic programs. Matriculation represents, and at the same time encourages, a more comprehensive view of the responsibilities of educators than was common even a few years ago. However, there has not been a return of the paternalism typical of colleges before the 1960s. Instead, more adult relationships between students and the college are encouraged. Through matriculation Foothill faculty and staff will provide resources students need to meet the college's standards, but the responsibility of acquiring the education they want and need remains clearly with the students themselves.

FOOTNOTES

1. Board of Governors of the California Community Colleges. "Student Matriculation: A Plan for Implementation in the California Community Colleges." A Report to the California Legislature. April, 1984. p. 6. hereafter cited as "State Plan".

2. "Community College Officials React to Governor's Veto," October 1, 1984 press release from the Chancellor's Office.

3. State Plan, op.cit., p. iv.

4. A major longitudinal study of more than 6,000 community college students identified eighteen different types of students on the basis of educational goals and college experience. Transfer students (37%) alone were subdivided into seven types, including full-time transfer students, "undisciplined transfer students" and intercollegiate athletes. Students with vocational goals (35.5% of the total sample) included program completers, job up-graders, career changers and license maintainers, as well as job seekers, who were generally less successful in college. Another 27.5% of the Longitudinal Study sample were "Special Interest Students." Seventy-two percent of this group were seeking leisure skills of one kind or another; ten percent were immigrants and others seeking basic skills. A few Special Interest students were preparing for a non-baccalaureate-granting institution, such as a vocational school, and some were "explorers/experimenters" trying to decide on an educational or vocational plan. See Sheldon, M. Stephen, "Statewide Longitudinal Study, 1978–1981 Final Report." Los Angeles Pierce College, n.d.

5. In the Fall of 1984, Governor Deukmejian vetoed AB 2638 (Seymour-Campbell) which would have provided $10 million for 20 colleges to implement the Board of Governors' Matriculation Plan. Subsequent attempts to include significant funds for matriculation in the annual budget have so far been unsuccessful.

6. Each component and program recommendations are discussed in great detail in the Report, which begins with discussion of the research and policy environment in which the entire matriculation plan was developed. It next describes every component at length, delineating the public policy issues, the current "state of the art" and practical issues involved with improving and expanding efforts in each area. The report concludes with a commissioned analysis of the costs of implementing the matriculation plan and a proposal for a comprehensive, three-year evaluation study of the implementation of matriculation at colleges throughout the state. The plan emphasizes statewide, standardized data collection, student tracking and quantitative evaluation of services.

7. See Chapter 3 for details.

8. Chapter 4 describes the content of this course.

9. The cooperation of instructors and counselors in monitoring academic progress is particularly significant, as Chapter 5 explains.

10. Chapter 6.

11. Chapter 7.

12. One of the policy issues discussed in the State Plan is whether or not earlier application deadlines, by themselves or in combination with assessment and counseling procedures, will disproportionately limit the access of some groups of students.

13. Board of Governors, op.cit., p. 12.

14. Board of Governors, op.cit., pps. 13–15. The state report identifies three major issues: 1) whether asssessment practices support, rather than interfere with, equal access and opportunity; 2) whether the tests, be they "home-grown" or standardized, are defensible and related to the skills required for classroom success, and whether the diversity of tests used around the state interferes with equal access and opportunity; and 3) whether or not the colleges' assessment processes appropriately accomodate students with learning or other disabilities (for example, blindness) and those for whom English is a second language.

15. Described in detail in Chapter 4.

16. The local English test is based upon the Community College Board test of reading skills and the Diagnostic Test of Language Skills (two language usage sections). Three different algebra tests have been developed by the mathematics faculty. Which test students take depends on their previous level of algebra study, if any.

17. The distributions of scores from Fall 1983 and Fall 1984, while in some cases substantially different from the 1985 scores presented here, certainly suggest that the 1985 figures are reasonably reliable indicators of new Foothill students' skills.

18. The catalog description for English 1A, for example, includes the following: "Prerequisite: Placement based on score of counseling examination or successful completion of required preparatory course(s)."

19. As mentioned earlier, three algebra tests are used, depending on how much algebra the student has previously taken, if any. For many students, of course, it may have been several years since they took previous courses.

20. See course outline, Appendix 2.

21. Personal communication, Dr. Irel Lowe, Associate Dean, Administrative Services/Registrar, February 28, 1986.

22. See Chapter 7 for further discussion of the Athletic Matriculation Program.

23. Rilliet, Walter (Commissioner of Athletics), "The Student-Athlete," The News, the California Association of Community Colleges, Sacramento, CA, August-September, 1985, p. 6.

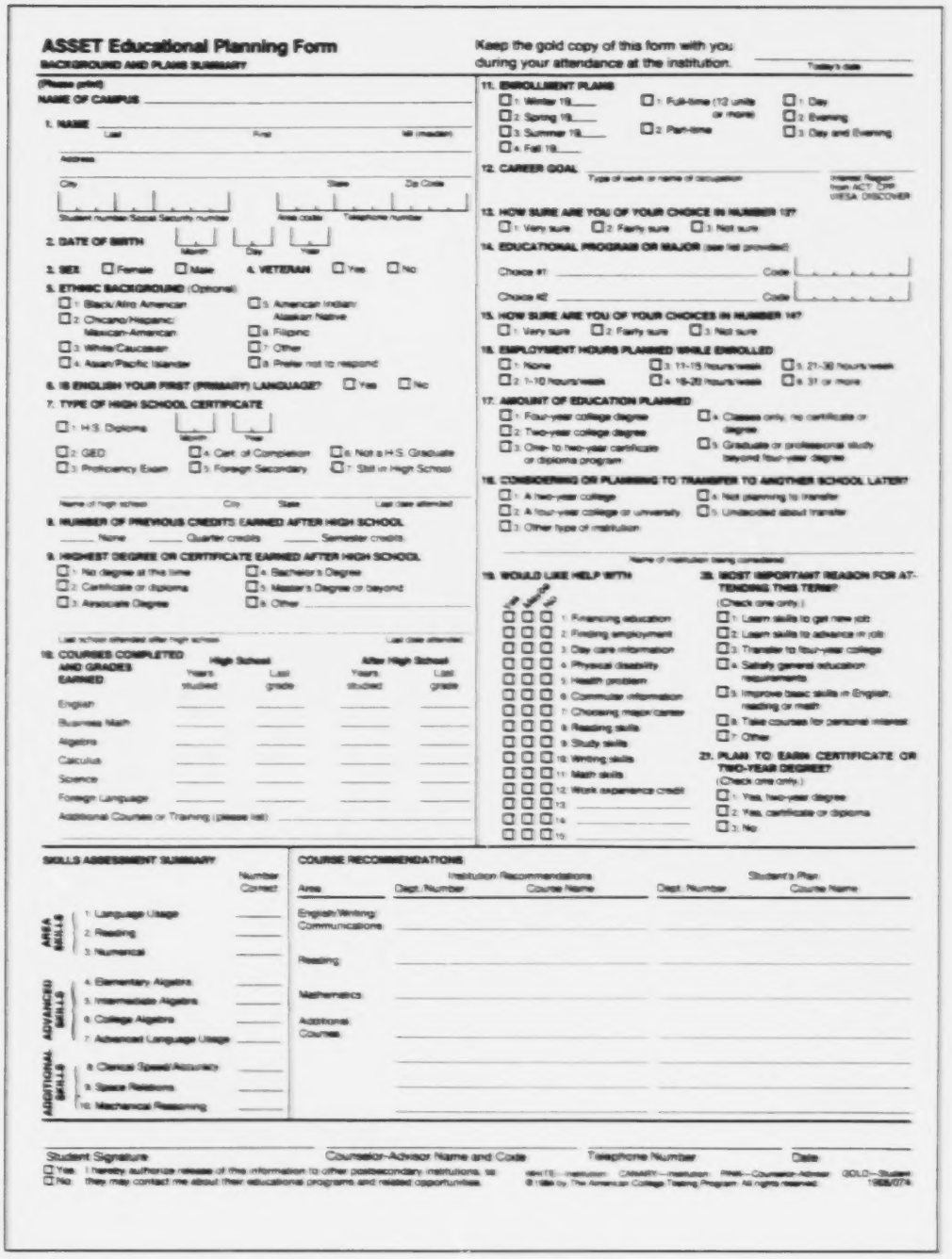
24. Broussard, Charles, "Foothill Student Profiles," m.s., n.d.

25. Ibid.

26. These data are very intriguing. They show, for example, that only 70% of these 18–21 years old, full-time day students want to transfer to a four-year school and that all but 27% work at least eleven hours a week. Fourteen percent work 31 or more hours weekly.

27. See sample form, Appendix 4.

ACT/ASSET EDUCATIONAL PLANNING FORM



ASSET Educational Planning Form

BACKGROUND AND PLANS SUMMARY

Keep the gold copy of this form with you during your attendance at the institution.

Today's date

(Please print)

NAME OF CAMPUS

1. NAME — Last / First / MI (maiden)

Address

City / State / Zip Code

Student number/Social Security number / Area code / Telephone number

2. DATE OF BIRTH — Month / Day / Year

3. SEX ☐ Female ☐ Male 4. VETERAN ☐ Yes ☐ No

5. ETHNIC BACKGROUND (Optional)
- ☐ 1: Black/Afro American
- ☐ 2: Chicano/Hispanic/Mexican-American
- ☐ 3: White/Caucasian
- ☐ 4: Asian/Pacific Islander
- ☐ 5: American Indian/Alaskan Native
- ☐ 6: Filipino
- ☐ 7: Other
- ☐ 8: Prefer not to respond

6. IS ENGLISH YOUR FIRST (PRIMARY) LANGUAGE? ☐ Yes ☐ No

7. TYPE OF HIGH SCHOOL CERTIFICATE
- ☐ 1: H.S. Diploma — Month / Year
- ☐ 2: GED
- ☐ 3: Proficiency Exam
- ☐ 4: Cert. of Completion
- ☐ 5: Foreign Secondary
- ☐ 6: Not a H.S. Graduate
- ☐ 7: Still in High School

Name of high school / City / State / Last date attended

8. NUMBER OF PREVIOUS CREDITS EARNED AFTER HIGH SCHOOL
_____ None _____ Quarter credits _____ Semester credits

9. HIGHEST DEGREE OR CERTIFICATE EARNED AFTER HIGH SCHOOL
- ☐ 1: No degree at this time
- ☐ 2: Certificate or diploma
- ☐ 3: Associate Degree
- ☐ 4: Bachelor's Degree
- ☐ 5: Master's Degree or beyond
- ☐ 6: Other

Last school attended after high school / Last date attended

10. COURSES COMPLETED AND GRADES EARNED

	High School: Years studied	High School: Last grade	After High School: Years studied	After High School: Last grade
English				
Business Math				
Algebra				
Calculus				
Science				
Foreign Language				

Additional Courses or Training (please list)

11. ENROLLMENT PLANS
- ☐ 1: Winter 19__
- ☐ 2: Spring 19__
- ☐ 3: Summer 19__
- ☐ 4: Fall 19__
- ☐ 1: Full-time (12 units or more)
- ☐ 2: Part-time
- ☐ 1: Day
- ☐ 2: Evening
- ☐ 3: Day and Evening

12. CAREER GOAL — Type of work or name of occupation — Interest Region from ACT, DIP, VIESA, DISCOVER

13. HOW SURE ARE YOU OF YOUR CHOICE IN NUMBER 12?
☐ 1: Very sure ☐ 2: Fairly sure ☐ 3: Not sure

14. EDUCATIONAL PROGRAM OR MAJOR (see list provided)
Choice #1: _____ Code
Choice #2: _____ Code

15. HOW SURE ARE YOU OF YOUR CHOICES IN NUMBER 14?
☐ 1: Very sure ☐ 2: Fairly sure ☐ 3: Not sure

16. EMPLOYMENT HOURS PLANNED WHILE ENROLLED
- ☐ 1: None
- ☐ 2: 1-10 hours/week
- ☐ 3: 11-15 hours/week
- ☐ 4: 16-20 hours/week
- ☐ 5: 21-30 hours/week
- ☐ 6: 31 or more

17. AMOUNT OF EDUCATION PLANNED
- ☐ 1: Four-year college degree
- ☐ 2: Two-year college degree
- ☐ 3: One- to two-year certificate or diploma program
- ☐ 4: Classes only, no certificate or degree
- ☐ 5: Graduate or professional study beyond four-year degree

18. CONSIDERING OR PLANNING TO TRANSFER TO ANOTHER SCHOOL LATER?
- ☐ 1: A two-year college
- ☐ 2: A four-year college or university
- ☐ 3: Other type of institution
- ☐ 4: Not planning to transfer
- ☐ 5: Undecided about transfer

Name of institution being considered

19. WOULD LIKE HELP WITH

Yes	Maybe	No	
☐	☐	☐	1: Financing education
☐	☐	☐	2: Finding employment
☐	☐	☐	3: Day care information
☐	☐	☐	4: Physical disability
☐	☐	☐	5: Health problem
☐	☐	☐	6: Commuter information
☐	☐	☐	7: Choosing major/career
☐	☐	☐	8: Reading skills
☐	☐	☐	9: Study skills
☐	☐	☐	10: Writing skills
☐	☐	☐	11: Math skills
☐	☐	☐	12: Work experience credit
☐	☐	☐	13: _____
☐	☐	☐	14: _____
☐	☐	☐	15: _____

20. MOST IMPORTANT REASON FOR ATTENDING THIS TERM? (Check one only.)
- ☐ 1: Learn skills to get new job
- ☐ 2: Learn skills to advance in job
- ☐ 3: Transfer to four-year college
- ☐ 4: Satisfy general education requirements
- ☐ 5: Improve basic skills in English, reading or math
- ☐ 6: Take courses for personal interest
- ☐ 7: Other

21. PLAN TO EARN CERTIFICATE OR TWO-YEAR DEGREE? (Check one only.)
- ☐ 1: Yes, two-year degree
- ☐ 2: Yes, certificate or diploma
- ☐ 3: No

SKILLS ASSESSMENT SUMMARY

		Number Correct
AREA SKILLS	1: Language Usage	
	2: Reading	
	3: Numerical	
ADVANCED SKILLS	4: Elementary Algebra	
	5: Intermediate Algebra	
	6: College Algebra	
	7: Advanced Language Usage	
ADDITIONAL SKILLS	8: Clerical Speed/Accuracy	
	9: Space Relations	
	10: Mechanical Reasoning	

COURSE RECOMMENDATIONS

Area	Institution Recommendations: Dept. Number	Institution Recommendations: Course Name	Student's Plan: Dept. Number	Student's Plan: Course Name
English/Writing/Communications				
Reading				
Mathematics				
Additional Courses				

Student Signature / Counselor-Advisor Name and Code / Telephone Number / Date

☐ Yes ☐ No: I hereby authorize release of this information to other postsecondary institutions, as they may contact me about their educational programs and related opportunities.

WHITE—Institution CANARY—Institution PINK—Counselor-Advisor GOLD—Student

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1988/074

COURSE OUTLINE
GUIDANCE 50

Introduction to College and Learning

GUIDANCE 5G

VI EXPECTED OUTCOMES

At the end of this course the student will be able to:
1. effectively use the college Catalogue and Class Schedule,
2. develop an effective study/work/leisure schedule,
3. use resources available to help develop good study skills,
4. understand the role of the counselor and their services, and
5. be a more successful student.

VII COURSE OUTLINE - Content of presentations will include the following:

A. College Services
1. Counseling
2. Testing
3. Financial Aids
4. Job Placement
5. Tutorial, ISC, Skills Center
6. Health Services
7. Veterans Office
8. Library
9. Student Activities
10. Student Publications
11. Athletics
12. Bookstore
13. Campus Center
14. Short Courses
15. Evening, Saturday and Summer College
16. Career Center
17. Work Experience
18. Basic Skills
19. Multicultural Services

B. Grading Information, GPA, Dean's List
Probation and Disqualification
Academic Council

C. General Education and Breadth Requirements

D. Programs
Career
Transfer
Certificate

E. Requirements for degree
AA & AS
Transfer

F. Systems of Higher Education in California and the "Master Plan"
1. University of California
2. California State University System
3. California Community Colleges
4. Independent Colleges
5. Out of State Schools

G. Decision Making - Choosing, Direction and Major

H. Effective Learning
1. Time Management
2. Study Skills
a. note taking
b. reading comprehension
c. test taking - test anxiety
d. active listening
e. patterns of learning
f. memory and concentration

ATHLETE PROGRESS AND EVALUATION FORM

FOOTHILL COLLEGE

STUDENT ATHLETE PROGRESS & EVALUATION FORM

_____ Football	_____ Basketball	_____ Women's Basketball
_____ Soccer	_____ Tennis	_____ Women's Tennis
_____ X Country	_____ Baseball	_____ Women's Softball
_____ Track	_____ Golf	_____ Women's Volleyball

TO: _____
(Instructor)

FROM: _____
(Matriculation)

SUBJ: _____ _____
(Student) (Soc.Sec.No.)

_____ _____
(Class) (Units)

The student athlete indicated is participating in the above sport. In order to continue his eligibility, periodic assessment has to be made to determine if the student is attending class and making satisfactory progress. In order to make an accurate assessment and take appropriate action, I ask for your help and cooperation by answering the questions below and returning the form to my office, Matriculation, Student Services.

This memorandum serves as a detection device to help us assist students to succeed in your class.

IS THIS STUDENT REGISTERED IN YOUR CLASS? _____YES _____NO

DOES THIS STUDENT HAVE GOOD ATTENDANCE? _____YES _____NO

IS THIS STUDENT EXPERIENCING ACADEMIC PROBLEMS? _____YES _____NO

COMMENTS:

_____
Instructor's Signature Date

ATHLETIC MATRICULATION COACHES' EVALUATION FORM

FOOTHILL COLLEGE

MEMORANDUM

STUDENT SERVICES

TO: COACHES

FROM: Dick Charles dc

DATE:

RE: ATHLETIC MATRICULATION

I would like to get some input from you on the counselor(s) assigned to your sport.

SPORT: _____

COUNSELOR(s): Excellent Good Average Bad

_____ ____ _____ ____

SUGGESTIONS: _____

_____

_____

_____

_____

Some coaches are still not using the Center properly:

* Bring your athletes in to us for counseling and pre-registration. Don't wait until it's too late.

* Financial Aid is dependent on a 2.0 GPA for 12 units of work, NO EXCEPTIONS.

Attached is a copy of the ATHLETIC MATRICULATION AT FOOTHILL COLLEGE.

WE CARE PROGRAM

BRIAN JONES

WE CARE PROGRAM (co-sponsored by the Foothill College Student Council and the Counseling Department). Twenty-five students will be recruited from among students who are already performing helping roles for other students (e.g., in the Individual Study Center, Language Lab, divisions, EOP, Financial Aid, etc.). These students must enroll in Career Mentor courses for two quarters (7 units). The training will be competency-based, with learning modules designed and presented by a team of current Foothill staff. Each quarter, these "Care Mentors" will be required to complete a practicum of 12 hours of services to other students. Some of these students will be paid for about 20 hours of additional services each quarter.

Care Mentors will be trained to perform tasks such as the following:

* staff a Care Booth/Center;
* meet with students individually to provide caring assistance and encouragement, work as behavioral coaches, and serve as effective social models;
* assist with the Caring Presentations; and
* help facilitate small support groups with students.

A total of 20 modules on the following topics will be developed and presented on selected Saturdays, evenings, or a combination of these two alternatives:

* Maintaining Confidentiality
* Acting Ethically as a Paraprofessional
* Listening Actively
* Expressing Feelings Openly: yours and Theirs
* Handling Your Initial Caring Contact
* Confronting with Care: Gently but Firmly
* Setting Positive and Attainable Goals
* Following Through with Continued Care
* Knowing When, Where, and How to Make a Referral
* Terminating the Care Relationship
* Responding to Other Persons' Crises
* Caring for People Experiencing Grief
* Caring for People Experiencing Depression
* Caring for People Expressing Suicidal Impulses
* Caring for People Experiencing the Effects of Past or Current Divorce
* Caring for People Experiencing the Effects of Past or Current Abuse
* Caring for Older Persons
* Resolving Other Questions and Answers about Caring

For further information, please contact Brian Jones or Elenore Taffae, Student Services, Foothill College, 12345 El Monte Road, Los Altos Hills, CA, 94022, (415) 960-4578.

Care Mentor 3.0

FOOTHILL COLLEGE

MEMORANDUM

STUDENT SERVICES

ATHLETIC MATRICULATION AT FOOTHILL COLLEGE

This Fall over 183 student athletes were individually counselled and tested prior to their registration. As a result of this process, the following progress has been made:

* Pre-testing, on assigned day and hour, establishes placement of students who need special help in basic skills.
* Athletic Counselors assigned to pre-counsel prior to registration, on an assigned day and hour.
* Schedules established that include solid subjects and no more than two PE courses per quarter.
* Include Guidance 50, Introduction to College Learning, as part of load, preferably with assigned Athletic Counselor.
* To facilitate accountability and educational progress, a Scheduling Worksheet was completed and a copy was placed with the students' Athletic Counselor and Matriculation Specialist. This becomes a record of any changes, which counselor must approve, and a guide for future academic placement.
* Provide maximum support for all students as they attempt to make educational progress through the following:
    * Student Athletes were monitored through Progress and Attendance notices to each instructor, 3rd and 6th week.
    * Coaches and counselors were advised of student progress each day of 3rd and 6th week.
    * Problems were corrected through tutorial and counseling support.
    * Maintaining 12 units of passing marks is monitored thru Matriculation Specialist.
* Student athletes will be responsible to meet with their assigned athletic counselors, on pre-scheduled day and hour, prior to registration during the remaining academic year.
* First and second-year athletes are guided and counselled under the same guidelines indicated above.

The Foothill College Athletic Matriculation works toward providing maximum support for all students as they attempt to make educational progress, through student selected goals and objectives. It is the overriding interest of Foothill College that participation in athletics be a valid part of a large picture which includes academic preparation, the acquisition of vocational and career skills, and the greater knowledge acquired through a liberal education.

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES OCT 17 1986